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ABSTRACT

This booklet (one of a series of 10 booklets in a reading project to benefit Kosair Children's Hospital in Louisville, Kentucky) contains 10 stories especially written for second graders by educators. The stories are about: illness and accidents; accident prevention; children's reactions to hospital stays; the death of a pet; a child's view of adoption; a child's reaction to his first pair of glasses; and similar topics. Students read the stories in the booklet and answer comprehension questions, and pledges are made by parents and friends for each question answered. The stories or story topics may be used in the classroom for instructional purposes, and are intended to integrate the language arts, social studies, health, and creative arts. (MG)

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What is it?

It is an educational project designed to benefit KOSAIR Children's Hospital. Students at each grade level (K-8) read ten stories and answer comprehension questions. Pledges are made by parents and friends for each question answered.

What are these stories about?

The stories are about: diseases; accidents; accident prevention; children's reactions to hospital stays; dealing with personal differences; etc. For older children, the topics of alcohol and drug abuse are also included. Many of these stories highlight personal triumphs.

Who reads these stories?

Any child whose teacher and parent(s) support the project.

Can children receive help with reading and answering questions?

Yes. Parents are encouraged to help their child (regardless of reading ability) read and answer the questions.

How much instructional time will this take?

Very little. Teachers simply take a child's word for his participation and record the money returned. Upon completion of the program, the teacher completes a brief checklist for any prizes earned.

BENEFITS

Reading/Writing Experience

These stories are interesting and educationally sound at each grade level. The questions following each selection are based on a new questioning strategy. Children will be actively engaged in the reading/writing process.

Philanthropy

Children learn to be helping members of society as they raise money for less fortunate children.

Parental Involvement/Interaction

Children will have the opportunity to discuss with parents ideas and concerns that may never have been brought out without the questions following these stories.

Integration of Subjects

Teachers may use stories or story topics in the classroom for instructional purposes. Teachers will be provided with motivational and educational strategies to accompany these stories. These ideas help integrate the language arts, social studies, health, and creative arts. Many are based on whole language ideas, and higher level thinking skills are encouraged.

Intrinsic and Extrinsic Rewards

All children will receive an achievement certificate signifying their participation in the program. Children who collect \$10 or more in pledges will receive prizes for their accomplishments. Best of all, children will gain a sense of pride as they help other children.

For more information, you may write or call: Susan Ramp Ridout, Ph.D.
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Kosair Children's Hospital's

READATHON

KIDS HELPING KIDS

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STORIES WRITTEN BY EDUCATORS FROM INDIANA AND KENTUCKY

**A LETTER TO THE PARENT
ABOUT THIS BOOK AND YOUR CHILD**

This booklet contains stories especially written for children of your child's age. They have all been written by educators. Many of them tell of the fears and feelings these educators had when they were children. Some of them are written through the eyes of a parent.

The stories deal with topics which are sometimes difficult for us to think or talk about. Yet, these very topics are the ones which our children most desperately need to have an adult share with them. Some of the stories may make you and your child cry or feel sad. Others will lift your spirits in memorable ways. Hopefully, one or two will cause you to say, "I had those same feelings."

It is our sincere hope you will use these stories as starters for a special time of sharing with your child.

No one knows your child better than you do. Therefore, we encourage you to preview the stories before your child reads them or you read them to your child. Some stories may be best read with your child. It is, of course, your right and responsibility to exclude any story which you may feel is beyond your child's present level of maturity.

At the end of each story are questions to be answered. At your discretion, your child may either write or discuss the answers with a responsible adult. Questions which are well suited for discussion are marked with asterisks (*). Questions answered in either form may be counted toward your child's fund raising efforts for the children of Kosair.

These booklets are in their first printing. If you have suggestions or comments which would improve their effectiveness in helping future readers, please call or write to:

Susan J. Gibbs
Director of Annual Giving and Special Events
Children's Hospital Foundation
601 S. Floyd Street
Louisville, KY 40202
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An Ear Full of Trouble

Sherry Powers
Eastern Kentucky University

Six-year-old Jonathan Powers was fascinated with the new slim pencil his Mom had bought him. He took the pencil in his right hand and began writing his name. The pencil eraser caught his eye. He rubbed his finger against its smooth, round surface. Looking at the eraser, Jonathan noticed how loose it was in the pencil. With little effort, he removed the eraser from the pencil. He was rolling the eraser in his hand and between his fingers when he reached to scratch his ear. The thought came to him, "Would that eraser fit into my ear?" Then Jonathan did a very foolish thing. He stuck the eraser into his ear. It was a perfect fit.

When Jonathan tried to remove the eraser, he could not do it. In fact, he pushed it in farther. Jonathan became scared when he realized the eraser would not come out. He thought about what he should do.

Jonathan found his mother and explained that something was in his ear. She asked him if he had put something into his ear. He was afraid to tell her. He began to cry. As Mrs. Powers rubbed Jonathan's forehead, he stopped crying and told her about the eraser. When his mother tried to remove it, she realized it was impossible.

Jonathan's mom and dad decided to take him to the hospital emergency room. Jonathan's dad told him that the emergency room is a special place in the hospital. People can go there when they are sick or hurt. Doctors are always there to give help.

Once they arrived at the hospital, Dr. Stumbo showed Jonathan a probe. He would use the probe to pull the eraser out of Jonathan's ear. The probe was a long silver tool. A nurse held a small light near Jonathan's ear so Dr. Stumbo could see any movement of the eraser. Jonathan's mom and dad held his hands because he was very frightened. Dr. Stumbo tried very hard, but the eraser would not move.

Dr. Stumbo asked to speak to Mr. and Mrs. Powers in the hall. He explained that he might have to put Jonathan to sleep. He would take him in the operating room to remove the eraser from his ear. But he had one last idea he wanted to try.

Dr. Stumbo went back to Jonathan and told him he must be very still. He must not move any part of his body. The doctor then took Super Glue and placed it on the end of a cotton swab. He put the swab into Jonathan's ear so it touched the eraser. The doctor held the swab there for three or four minutes. Dr. Stumbo began to pull the swab from Jonathan's ear. The eraser moved a little! Then the doctor took the probe and nudged the eraser until he was able to slide it out.

Mr. and Mrs. Powers were happy that Jonathan was all right! Dr. Stumbo sat down in a chair beside Jonathan. He told him to always remember to never put anything in his eyes or ears or nose. As everyone left the emergency room,

Dr. Stumbo put his hand on Jonathan's shoulder, chuckled, and said, "You know, Boy, erasers work better on pencils."

Jonathan was glad to go home. He was also glad to know that hospitals are places that have doctors. In hospitals people can help when you are in trouble.

Questions

1. What was Jonathan's problem?
2. What happened when Jonathan tried to remove the eraser from his ear?
3. What did Jonathan do to get help?
4. What happened after Jonathan told his Mom he had an eraser in his ear?
5. What is an emergency room?
- * 6. If you had been with Jonathan, what would you have done to help him?
- * 7. How do you think Jonathan's parents felt when they took him to the hospital?
- * 8. How would you feel if you had a pencil eraser in your ear?
- * 9. If Dr. Stumbo had not pulled the eraser out of Jonathan's ear, what might have happened?
- * 10. Do you think Jonathan will ever put anything in his ear again? Why or why not?

*Recommended for discussion

Kelly's First Day

Patricia V. Yeast
Hearn Elementary School

Kelly is an energetic nine-year-old who has just arrived at her sitter's house after her first day of school. While preparing her afternoon snack, Kelly receives a phone call from her grandmother who lives across town.

Kelly: Hi, Granny!

Granny: How was your first day?

Kelly: Terrible! Nothing went right; I don't want to go back there anymore. I'll just stay at home and go to school.

Granny: Tell me what things upset you today, Honey.

Kelly: It started with my wig. I couldn't get it to look right this morning. It kept sticking out in the wrong places. Finally, Mom had to help me straighten it out to keep me from missing the bus. Because I was so excited, I couldn't eat much breakfast. I just grabbed some toast which was burned. Then some of the kids on the bus wanted to know why I had been skipping school for so long.

Granny: How did you tell them about that?

Kelly: I just told them that I had been sick. I was on the homebound program for five months. Then I had to tell them about the homebound program. When a student is too sick to go to school for a long time, a teacher comes to the house to teach.

Granny: That's good. Then what did you say?

Kelly: Somebody asked me what I had that made me so sick. You know, it's hard to talk about what makes me sick.

Granny: Yes, but remember that you are not to blame for your illness. You just have to accept that you have a serious disease. Remember, there is a treatment that will help you.

Kelly: Yes, ma'am. The kids said they had heard of leukemia, and they thought people died from it. I told them that leukemia was a disease of the blood where there were too many white blood cells. Sometimes people do die from it, but with the medicine that they have now, doctors can help people live a longer life. I told them that I am able to go to school now. The treatments I received made me strong enough to start regular classes.

Granny: It sounds like the day was getting better for you.

Kelly: After I got off the bus, I was scared that more kids would want to talk about my illness, and I wish nobody knew I had been sick.

Granny: Now that you are back in school, people will see you are getting better. They will soon forget you were sick.

Kelly: If I just didn't have to wear this stupid wig! Do you know what somebody in the other class did when they heard I had on a wig?

Granny: No, tell me.

Kelly: They lifted it up to see if I had any hair underneath! I was ashamed and hurt. Why did they have to do that, Granny?

Granny: They don't understand what it is like to not have hair. Probably none of them has ever lost their hair. They have not known anybody who has been bald at such a young age. But, Honey, you don't need to be ashamed that you lost your hair. After all, you had no control over that. It was the medicine that caused your hair to fall out. Just remember that the doctor told you that it would all grow back. Haven't you already noticed some growth?

Kelly: Yes, it almost covers my whole head now. Mom. says that my hair grows so fast that in a few weeks I'll have enough hair. Then I won't have to wear this silly wig. I can't wait!

Granny: That's the spirit!

Kelly: I have to go now. Bye, Granny. I love you.

Granny: Good-bye, Sweetheart.

Questions

1. What is meant by homebound teaching?
- * 2. What do you know about leukemia?
3. What was Kelly's problem the first day of school?
4. How is Kelly like you?
5. How is Kelly different from you?
- * 6. What questions would you ask Kelly if she were in your class?
- * 7. How do you think Kelly got leukemia?
- * 8. How would you feel if you found out that you had a disease like leukemia?
- * 9. When the children lifted Kelly's wig, what else could Kelly have done?
- * 10. What should Kelly and her classmates do now?

*Recommended for discussion

Miss Muffet's Revenge

Charles Westrick
Eastern Kentucky University

"I have had enough of the hairy, old spider," Miss Muffet said. "I must think of a way to get back at him for all those times he has frightened me."

So, Miss Muffet thought long and hard. "I have a plan," she said. "I hope it works."

One bright, cheery day, Miss Muffet was lounging on her velvet lounge chair. She was eating chocolate covered broccoli niblick when the hairy, old spider began sliding his way toward Miss Muffet. Miss Muffet finally spotted the hairy, old spider.

"Aha!" she yelled. "I've got you." And she quickly sucked the hairy, old spider into a vacuum cleaner.

The spider cries were heard for miles. People came running from every direction to see what was going on. Someone finally broke into the vacuum cleaner to rescue the poor, old spider. When they rescued the spider, he had broken all eight legs. They rushed him to the hospital.

After arriving at the hospital, the hairy, old spider was taken to the emergency room. The doctors and nurses put a cast on each leg.

The hairy, old spider was then taken to a room so he could rest and get better. Soon after, cards, letters, and even flowers began arriving from Humpty Dumpty, Old King Cole, and many other friends.

Miss Muffet even went to the hospital to visit the hairy, old spider. She told the spider how sorry she was for what had happened. He forgave her. They stayed friends after the hairy, old spider was released from the hospital.

Miss Muffet was not frightened by the hairy, old spider anymore. In fact, she shared her chocolate covered broccoli niblick with him. Miss Muffet and the hairy, old spider were friends happily ever after.

Questions

1. What would chocolate covered broccoli niblick taste like?
- * 2. Why was the spider a problem for Miss Muffet?
- * 3. Why did Miss Muffet want to get back at the spider?
4. What could have happened if the spider cries for help were not heard by anyone?
5. What might have happened if the spider had not been taken to the hospital?
- * 6. Was Miss Muffet right or wrong to want to get back at someone for something?
- * 7. How would you feel if someone did something that harmed or hurt you in some way to get back at you?
8. Besides broken legs, what other things could have happened to the spider?
- * 9. What would you do if someone close to you were badly injured like the spider?
- * 10. Besides a hospital, what other places could the spider have gone to for help?

*Recommended for discussion

Friendly

Katie Burrier
Lexington, Kentucky

Friendly was the name of my pet cat. She had long, brownish-gray hair with patches of yellow on her face. She had greenish-blue eyes that sparkled. She loved to play. Her favorite games were playing with a string pulled across the floor, attacking people's feet, and speeding throughout the house. Because of the last game mentioned, her nickname was "Speedy." Friendly's favorite thing to do was to sit in any window and look outside. She could watch things going on for hours.

One day Friendly began to eat and eat and eat. She just could not get enough to eat. She started to get fat. She got fatter and fatter. This went on for about two months. We took her to the pet doctor. He is called a veterinarian. He told us that Friendly was pregnant. She was going to have kittens very soon. So we brought her back home and got a place in our closet ready for her. We pulled everything out of the bottom of the closet and placed old towels and blankets on the floor. We put Friendly in the closet and left the door open so she could get used to her new bed.

On Sunday night the kittens were born. Friendly was the new mother of five new kittens. She had one kitten that looked like her, one black and white striped, a big yellowish-red kitten, one solid white kitten, and one white kitten with black ears, nose, feet, and tail.

The kittens were born healthy, but something was wrong with Friendly. She wouldn't eat anything. Early Tuesday morning, we put Friendly in a large, white basket. We put the kittens in a orange mixing bowl with a towel. We rushed them to the veterinarian. We walked up the long sidewalk and into a small, white building. It smelled like medicine and was very quiet. We walked down a hallway into a small, white room. We put Friendly's basket on a small table. The doctor came in and looked at Friendly. We were too late. Friendly died in that basket on the table.

We took the kittens home. The doctor had given us some milk and a doll bottle. He gave instructions on how and when to feed the kittens. We warmed the milk, put it in the bottle, and fed the kittens every four hours. The kittens ate like that for two weeks. At three weeks old, they began to drink the warm milk from the bottle every six to eight hours. When the kittens were four weeks old, they began to play more. They learned to drink warm milk from a bowl.

When the kittens were six weeks old, we found good homes for all of them. We kept two kittens. The yellowish-red kitten was named "Red." The black-and-white striped kitten was named "Cubby."

Questions

1. What is a veterinarian?
2. What happened in this story?
3. Why do you think the names "Red" and "Cubby" were chosen?
- * 4. What names would you give the kittens and why?
5. Tell about some of the things the kittens learned to do at different ages?
6. How could you feed baby kittens?
- * 7. What could have happened if Friendly and the kittens had not been taken to the doctor?
8. How do you think the children felt when they learned about Friendly's death?
9. What would you do if you had five newborn kittens to raise?
- * 10. What could be another name for this story?

*Recommended for discussion

Carrie's New Home

Carrie is a little girl who has had some bad breaks in her young life. When she was three years old, she was given up for adoption. Carrie was really confused and quite upset. She had a mother and a home, but then she was moved from foster home to foster home. Foster homes are homes where children are cared for until somebody adopts them. Carrie thought that nobody wanted to keep her as their own.

Every time Carrie was sent to a new foster home, she said, "Wow! I wonder if they will be my new parents. I sure would hate to be disappointed again. This foster home is not a bad place to be. It is safe, and people know who I am. They know what to expect of me."

"My 'maybe' parents came to visit me again last night. They really acted like they wanted me to be with them. We went out to eat pizza. Then we went to see a bunch of boats. It was all right. They acted like they really cared for me. I mean, they even made me mind and behave! When I threw a fit, they didn't give in. And when they left, they said that they'd see me next weekend. Imagine that! They're coming back."

.....LATER.....

"They did want me!" Carrie thought. "Getting adopted is kind of neat! Kids who are adopted and their new parents get to choose if they really want to be

together. *Real* parents who have their kids in hospitals have no choice. The children that they receive are the ones that they have to raise and stay with."

.....STILL LATER.....

"Well, it's been three years since I chose my new parents." thought Carrie. "I think I made a pretty good choice. I have my own room, lots of toys, and just a few months ago I got a new, adopted, baby brother. He's not really a baby. He was two years old. I got to help choose him, too."

"I started school last year. It was really neat. In show and tell, I told my class that I was adopted. My teacher said I was a lucky little girl. I already knew that. I win lots of games when I play with the other kids."

"I met this kid named Harry. He said he was adopted, too. Gosh! I guess there are a lot of adopted kids. We met Harry and his parents at a meeting Mom and Dad go to. They sit around and talk about their kids and their problems. We kids play with toys in the other room. Mom and Dad call it a support group."

"I don't remember much about my real parents. I often ask about when I was a baby. My mom and dad tell me what they know and show me pictures. I don't guess it matters. Not now anyway. Mom and Dad really put a lot of effort into making us a family."

"I think, in the long run, it was better to be adopted than to stay in the foster home. Here I am in my very own family. I have my very own brother and my very own mom and dad. Oh, yes, I'm sitting in my very own room for 20 minutes for sassing. I guess my adopted parents really do love me!"

Questions

1. What does being adopted mean?
- * 2. What could have happened if Carrie had wanted to stay in the *safe* foster home?
- * 3. What could have happened if Carrie had acted up and thrown too many fits?
- * 4. Do you think that Carrie acts differently in her new home than she did in her foster home? Why?
5. Why was Carrie worried about getting adopted?
- * 6. Do you think Carrie and her new little brother got along well? Why?
- * 7. Will Carrie continue to wonder about her real parents? Would you? What would you want to know?
- * 8. Will her adopted parents always love her as their own child? Why?
- * 9. Why did Carrie think it was *neat* to help to choose her new little brother?
- * 10. How do you think it would feel to be adopted and move into a strange home?

*Recommended for discussion

Zack's Glasses

Debbie Booher Brown
Eastern Kentucky University

"Glasses? But I can see just fine," I told my mom.

Mom put her arms around me. She gave me a big hug. Mom knew that I was scared.

We were in Dr. Brown's office. He is a doctor who knows about eyes. He's called an optometrist. Getting my eyes checked was fun. Dr. Brown played funny games with me while he was checking my eyes.

The fun stopped for me when Dr. Brown found something wrong with my eyes. I cried when Dr. Brown said, "Zack, you need to wear glasses."

Mom said, "Glasses will help you see things more clearly, Zack."

"But Mom, I can see things just fine," I cried. I didn't want to wear glasses! What if I looked ugly wearing glasses? What if my friends at school didn't like me with glasses? What if I couldn't run and play with glasses on? What if people laughed at me when I wore glasses?

Mom held me close. "Zack, do you want to have even more fun when you play?"

"Yes," I said.

"Do you want to see words more clearly than you do now?" Mom asked.

"Yes," I said.

"Then you need glasses to help your eyes do the best job that they can," Mom said.

I DIDN'T WANT TO WEAR GLASSES! I still cried a lot, but it seemed that I had no choice.

When we left the doctor's office, Mom took me to a store to pick out the frames for my glasses. At the glasses store, I saw many different kinds of frames--blue frames, red frames, square frames, round frames. The lady who worked in the store helped me pick frames that would look good on me.

"These fit your face," the lady said. She said my glasses would be ready in about two days.

Two days later, Dad took me back to the glasses store to pick up my glasses.

The lady in the store said, "Here are your new glasses." Then she told me how to take care of them.

I didn't want to wear the glasses, but Dad made me wear them home. I hated wearing them, but no one laughed.

Mom said, "You look handsome."

The next week, I wore my new glasses to school. I hated wearing them, but no one laughed at me. My friends still liked me!

My friend Nick said, "I like your glasses."

My brother Sam said, "I wish I could wear glasses." Everybody liked my glasses . . . well, almost everybody.

One day at a ballgame, I saw my old friend, Mike. We started playing, and then IT happened. Mike called me "Four Eyes." I was angry and very sad. I didn't want to play with Mike any more. Mom said that Mike was not very polite.

After many days, something strange happened. I didn't HATE wearing my glasses any more. Dad said that I had "gotten used to them." I even started wanting to wear my glasses. They really did help me see things more clearly. I could read better. I could run and play better. I could even have more fun watching TV than I had before.

Now I am glad to wear my glasses. I still don't want to be called silly names, but I know that good friends don't call people names. Good friends know that I can read better with my glasses. Good friends know that I can have more fun at lots of things with my glasses. Good friends care about my feelings.

I hope that you are a good friend who cares about other people's feelings. If you are, then always treat people who wear glasses just the same as you would treat anyone!

Questions

1. What kind of problem did Zack have?
2. What was needed to correct the problem?
3. How is Zack like you?
4. How is Zack different from you?
5. What changes did wearing glasses make in Zack's life?
- * 6. Why do you think Zack didn't want to wear glasses at first?
- * 7. What might have happened if Zack had not worn the glasses?
- * 8. What do you think about Mike as a friend?
- * 9. How would you feel if you had to wear glasses?
- * 10. Now that you have read this story, how will you treat people who wear glasses?

*Recommended for discussion

Dinosaur Safety

Grace A. Engleman
North Harrison Elementary

Hi! My name is Howie. I am the only living dinosaur left on Earth. I used to have a lot of friends around me, but one by one they all died. They died because of unsafe habits around the house.

The last to go was my oldest and dearest friend, Franky. He and I did everything together. Wherever I would go, Franky would go. We were like brothers.

One by one our other friends had gone to dinosaur heaven. It was then that Franky and I vowed that we would always practice good safety habits. We knew better than to use our spike dryer near water. We always kept our claws and tails out of wall sockets. Franky and I were very careful not to plug too many things into the same electrical socket. After ironing our clothes, we always remembered to turn off the iron. We didn't want an overload or a fire! Franky and I were two dinosaurs who were going to live forever!

Franky and I both had hobbies that we enjoyed. I enjoyed walking and doing dino-aerobics to stay in shape. Franky loved music! He was always buying cassette tapes

for his jambox. His favorite was a Bon Jovi tape. He carried his jambox with him everywhere. Franky took his jambox to bed. He ate his supper listening to music. He even took baths listening to his radio, until one day there was an accident--a terrible accident!

Franky was taking his usual evening bath. His radio sat on the edge of the bathtub, and Franky sang along. As he washed his long tail, the end of it bumped the jambox and knocked it into the water. The radio was plugged into an electrical outlet. It caused an electrical shock which killed Franky instantly.

I miss my buddy Franky very much. I will never forget all the good times we had together. Frank's accident has taught me a lot about safety habits. Someone's dying is a sad way to learn a lesson, but Franky made me realize that accidents can always happen if you don't think before you act.

Questions

1. What safety tips do you follow at home?
- * 2. Why do you think the writer wrote this story about dinosaurs?
3. Why did the dinosaurs die?
- * 4. Do you think Howie will continue to practice good safety habits? Why?
- * 5. What could Howie have done to prevent Franky's accident?
- * 6. Do you think it made Howie mad because Franky didn't follow good safety tips? Why?
7. How do you think Howie felt about Franky's accident?
- * 8. What would it be like to be the only living dinosaur on earth?
- * 9. Did Franky think before he acted? Why do you think so?
- * 10. What lesson did you learn from this story?

*Recommended for discussion

What Is The C-Word?

Erin Louise Patterson
Bourbon Central School

Mommy took Grandpa to the doctor because he was not feeling well. His face was pale, and he was always tired. When Mommy came back, Grandpa wasn't with her. She looked sad. I asked her to walk with me to the park, but she didn't even hear me.

When Grandpa came home, a special bed was put in the extra bedroom. It had rails on it like my bed did when I was a baby. I was not allowed to see him. Nurses and doctors came to our house every day. They visited Grandpa. They whispered to Mommy on the front porch.

Today Aunt Jan and Uncle Tom came. I played outside with my cousins while they talked to Mommy. They left without even saying hello to me.

It's been three weeks. Sometimes I hear my relatives talking about the *c-word*. I think of all the c-words I know--cat, couch, candy. I wonder which one is making Grandpa sick.

Finally, I'm going to get to see Grandpa. Mommy says he's asking for me. What will he look like? What will he say? Maybe now I'll find out about the c-word.

I walk into his room. It smells funny, and Grandpa looks very old and skinny. He sees me and smiles.

"Come over here," he says. "I know you don't understand what is wrong with me. The doctors say that I have a disease called cancer. It's kind of like when an apple gets a bad spot. The spot grows and grows until the whole apple is rotten. The apple must be thrown away. I have a bad spot that's growing. Soon, my body will be no good to me anymore. I'm going to die."

"What is it like to die?"

"I don't know. I've never done it. I do know one thing. It's not something to be afraid of."

"Will I die, Grandpa?"

"Yes, you will. So will your mommy and Aunt Jan and Uncle Tom. Everyone dies. The important thing is to live a good life. Then you won't be afraid of dying. It's a natural thing, as natural as birth, or eating, or sleeping. Don't be afraid of death, Tommy."

"I love you, Grandpa."

"I love you, too. Good-tempered, Tommy."

"Good-tempered, Grandpa."

Questions

1. What was the c-word in the story?
2. What does cancer do to the body?
3. How was Tommy's baby bed like Grandpa's special bed?
4. What three c-words did Tommy know? What c-words do you know?
- * 5. Why didn't Tommy understand what was wrong with Grandpa?
- * 6. Why did visitors whisper to Mommy on the front porch?
7. How is cancer like the bad spot in an apple?
8. Was visiting Grandpa the best way for Tommy to learn about the c-word? Why?
- * 9. Besides Grandpa, who might Tommy have asked about the c-word?
- * 10. How would you feel if you were Tommy at the end of the story?

* Recommended for discussion

Big Sisters are Special, Too

Kathy L. Bayes
Indiana University Southeast

I didn't get pancakes for breakfast today, and my Mickey Mouse sweatshirt has been in the dirty clothes for a week. That's how things have been since my baby sister came.

She's just not what I expected. I thought we'd get to play, talk, and even fight sometimes. All she does is eat and sleep. Everything for the baby is SPECIAL! She eats special food. She wears diapers and special little clothes. She has a special bathtub, and she gets special attention from EVERYONE! All I hear is how cute her little-bitty hands and feet are. Gosh, my hands and feet aren't so big. But no one notices me. That makes me sad. My daddy must have known that.

Today Daddy and I went for a walk. It felt good--just me and him. He told me how important it was to be a big sister. He said I could help feed the baby. I could teach her to sing songs and to jump rope. I kept waiting to hear Daddy say that I'd have to share the cherry popsicles. I'm sure he just forgot to mention that!

Well, I fed the baby today. You know what? It wasn't so bad! She was soft and wiggly. I think she likes me. She kept staring at me. She smiled at me, too. That made me feel nice inside.

I guess I can do without pancakes for awhile. She can have a cherry popsicle, too--but just one!

Questions

1. How does the little girl feel about the baby?
 - * 2. What problem was she facing? What could she have done to make herself feel better?
 3. Why did the little girl talk about the popsicle?
 - * 4. What could this family do to help each other with the arrival of the new baby?
 - * 5. How do you think Daddy knew the little girl was sad?
 - * 6. What might have happened if Daddy had not talked to the little girl?
 - * 7. What do you know about how the little girl in this story feels?
 - * 8. If the little girl had been older when the new baby came, how might she have felt, and what could she have done?
 - * 9. What would having a new baby sister or brother mean to you? What would it mean to your family?
 - * 10. What would you tell a friend if he or she had a new baby in the family?
- * Recommended for discussion

Help Lorin

Shirley Finney
Indiana University

When Lorin was mad, he was bad.
He didn't know why; he just was.

Sometimes at school, he broke every rule.
He didn't know why; he just did.

Lorin threw things at the walls, then he'd
run down the halls.
He didn't know why; he just would.

"Do it this way," said his mother, then he'd
do it the other.
He didn't know why; he just would.

Lorin would kick his white puppy, then he'd
"de-water" his guppy.
He didn't know why; he just would.

If he went to a store, he'd lay and kick on
the floor.
He didn't know why; he just would.

Then came the day, Lorin didn't like being
this way.

He didn't know why; he just didn't.

Sometimes he would try, then he would cry.
He didn't know why; he just would.

"Lorin don't cry," said his mother. "We'll
get help someway or other."
They didn't know how, but they'd do it.

Mother called places about frowns on kids'
faces.
She didn't know how, but she did it.

Mother searched all over town to turn frowns
around.
She found out how, and she did it!

They got just the place to "happy" his face.
They did it! They did it! They did it!

The doctor replied with a "doctoring" smile,
"This could take Q-U-I-T-E awhile.
But, by golly, I think we can do it!"

"For, you can be sure, we'll find Lorin's cure.
Because I know just how to do it!"

Questions

1. What can you tell about Lorin?
- * 2. What kind of help did he get?
- * 3. What is a psychologist? (psychiatrist?)
4. How is Lorin like you?
- * 5. How did Mother help Lorin?
- * 6. How would you have helped Lorin?
7. How do you think Lorin got cured?
- * 8. What might have happened if Lorin didn't get help?
- * 9. How would you feel if you were Lorin?
- * 10. How will you treat someone who acts like Lorin in your class at school?

* Recommended for discussion